



SAMPLE FROM THE LBC TEACHING GUIDE

Greetings in the name of Jesus!

This sample of the week-by-week portion of our teaching guide will give you an idea of the type of lessons and reading your child might do each week. However, since Living Books Curriculum is based on Charlotte Mason's methods for educating children, the lessons or reading assignments are a part of a larger picture of learning. "Education is an atmosphere, a discipline, a life," as Miss Mason put it. Imagine this week's sample work and the flex-week that follows as based on a home setting that supports learning, directs in the discipline of good habits, and guides the student to take up ideas that lead to a lifelong love of learning.

Planning for Learning™

LBC has created a 36-week schedule divided into four terms. Each term is eight weeks of instruction, with the ninth as a "flex" week. The flex week permits the student to complete unfinished work, the teaching parent to assess learning through end-of-term narration questions, and also allows time for field trips. You can begin and end each term as best fits your schedule.

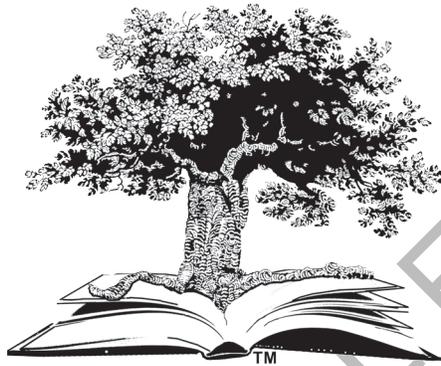
End-of-Term Narration Questions

Each term is an eight-week period with the ninth week as a flex week to finish any unfinished work and to do "end-of-term narrations" with your child in order to assess learning.

The questions provided are meant to be suggestive; you may want to formulate questions that more closely reflect the work your child has done during the term. We include end-of-term narrations for two reasons. First, our research of Charlotte Mason's syllabi for the Parents National Education Union, used for over eighty years, showed that each term ended with "narrations" as a means of assessing student progress. Second, teaching parents who are using Living Books Curriculum have asked for assessment tools for their own planning and to demonstrate learning where necessary to state and local school officials.

To learn more about our methods and Charlotte Mason's work:

http://www.livingbookscurriculum.com/category/Teaching_Methods.html



LIVING BOOKS CURRICULUM™

Grade Three

Teaching Guide

Revised July, 2011

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* Printable versions on the Grade Three Resource CD.

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Grade Three Resource CD

Documents for Grade Three

Journey Inventory
Build a Covered Wagon
Folktales in Picture Book Format: A bibliography
Old Greek Stories by James Baldwin
Frog Development Chart
The Adventures of Jerry Muskrat
Bach, A Biography
Palestrina, A Biography
Vivaldi, A Biography

Helpful Articles from Living Books Curriculum

Charlotte Mason's 20 Principles
Charlotte Mason on Bible Study
Charlotte Mason, Educational Reformer
Charlotte Mason on Transcription (Copy Work)
Dry Brush Technique
Picture Study: Teaching children to love great art
Seven Keys to Learning
Six Tools of Learning
Storytelling: The invisible gift
Successful Narration: Five tips for teaching your children the "art of knowing"
Suggestions for Better Penmanship
Teaching with Stories
The Royal Road to Spelling
Tips For Better Nature Journaling
Using a Book of the Centuries
What to Do About Mythology?

Maps for Grade Three

U.S. Outline Map
U.S. Map with States
Mediterranean Basin
Maps of Italy
Maps of Greece

LBC Templates

LBC Weekly Planner for Grade Three

LBC Nature Journal

LBC Narration Notebook™ (blank)

Storyboard Template

Part 1

Living Books Curriculum Overview

We believe that every child, regardless of sex, race, or circumstances, is a gift of God and precious in His sight. We believe that the children educated through our curriculum will be the leaders and nation builders of tomorrow. We believe that these children will pass on the same academic excellence, sound moral character, and lifelong love of learning that they themselves enjoy.

Our educational philosophy combines what we feel is the best of Western educational methods with the wisdom of Scripture.

The Living Books Curriculum

Our “literature-based, learn-by-doing” approach to education is expressed by the following guiding principles and teaching methods.

Seven Keys of Learning

- Children are persons
- Children love to learn
- Learning requires a supportive atmosphere
- Orality is essential for literacy
- Learning occurs when there is active involvement
- Living ideas are the natural food of the mind
- The formation of effective habits leads to a productive life

Six Tools of Learning

- Narration
- Literature
- Storytelling
- Nature Study
- Short Lessons
- Local resources

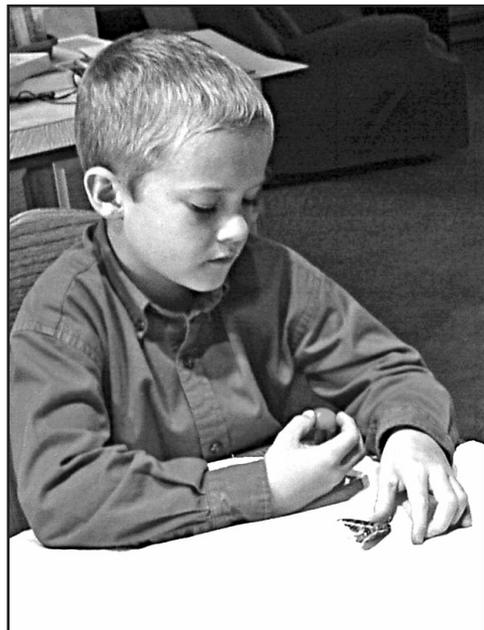
The curriculum includes the following subject areas: language arts, history (American history, world history), Bible study, geography, science, art, music, and nature study. The curricular tools and methods used to accomplish the learning in these areas are: classic literature, storytelling, active involvement, atmosphere, the out-of-doors, local materials, and local knowledge. Exercising orality (speaking and listening) is a foundational concept, as is the use of great literature and hands-on work.

Application of Living Books Philosophy

The curriculum is based primarily on the educational philosophy of Charlotte Mason. The world’s great literature and real-life experiences are the primary resources for instruction. In addition, Sheila Carroll’s work with literacy has led her to develop a strong use of oral language skills (orality) to foster literacy and learning.

The “literature-based, learn-by-doing” approach of Charlotte Mason was widely used in England until the 1960s and is enjoying a revival among homeschooling families and educational institutions in England and the United States. This method requires no textbooks and few materials beyond high-quality literature, a teaching manual, basic supplies, and a heart for children.

In addition, the curriculum draws on the work of other educational leaders such as E.D. Hirsch, founder of the “Core Knowledge” movement and author of the *What Every Child Should Know ...* series (Dell Publishing, 1994-2004). William Bennett, former Secretary of Education and author of *The Educated Child* (The Free Press, 1999), and HighScope Foundation (www.highscope.org). These resources have aided us in determining the basic requirements for each grade level.



NATURE STUDY: Josh observing a hummingbird moth.

Term One • Week 1

Bible Study

Parent Note:

Read the article “Charlotte Mason on Bible Study,” found on the Grade Three Resource CD, before beginning this year’s Bible Study.

Prior to reading *Heaven’s Heroes*, read the introduction by David and Naomi Shibley and David Livingstone. Discuss with your child what it means to be a missionary.

Heroes of the Faith

 *Heaven’s Heroes*: “Opening Africa to the Gospel—Rowland Bingham.” Do the “Let’s ...” discussion and activities with your child.

Scripture Recitation

For Terms One and Two have your child memorize “The Beatitudes” in *Matthew* 5:3-10; memorize one-half each term.

Practical Work

1. Have your child help some worthy cause in the community or church.
2. Teach your child about national and international humanitarian aid groups, such as World Vision or Samaritan’s Purse.

Math

Space is provided for noting lesson numbers of the math curriculum the family has chosen.

Language Arts

Parent Note: Read Part 2, *Notes for Grade Three*, “Language Arts” before you begin.

Storytelling

Do storytelling once a week for 20 minutes. For this year your child will be reading, and learning to tell, 14 stories from *Stories To Solve*. Take two weeks for your child to learn each story. This is an oral activity that builds language and literacy skills. After your child learns each story, make an audio recording of his dictation. Doing so gives you and your child a record of what was learned and the pleasure of listening again. Another option is to transcribe the story for your child. We suggest you do not ask your child to write the story

Week 1, continued

since doing so requires two different operations of the mind—not always an easy task for a third-grader.

 *Stories To Solve*: #1, “Fishing.” Read the story aloud and ask your child to solve the problem. You may want to draw a diagram or let your child illustrate the solution. Have your child learn the story and then retell to someone who has not heard it.

Poetry

Select one poem to read aloud. Longfellow’s poetry tends to be long, so you may have to take two weeks to read some selections. Remind your child of “The Midnight Ride of Paul Revere” read in Grade Two.

Grammar

Parent note: This year your child will do lessons from *Primary Language Lessons* by Emma Serl. This grammar guide was begun halfway through Grade Two, following the author’s recommendation. Grade Three picks up with Lesson 51.

In Term One your child will be completing Lessons 51-84, which works out to approximately four lessons per week. Almost all the lessons will need more practice than is given in the text. The student is not expected to learn correct language rules after the first lesson. To review, you may want to ask a question at the beginning of each lesson about one or more previous lessons. Or you may wish to watch as your child writes and help him to make corrections on topics he has studied.

 *Primary Language Lessons*: Lessons 51, 52, and 53.

Dictation

Parent Note: See the instructions in Part 2, *Notes for Grade Three*, Dictation for “studied” and “unstudied” dictation.

Choose a sentence or two from one of the books you are reading in history or science or use *Primary Language Lessons*.

Penmanship

You and your child will be using *Italics: Beautiful handwriting for children* for the year as a guide for instruction in penmanship. Review the “Steps for Teaching Your Child Basic Italic” (p. 3). Read “Suggestions for Better Penmanship” in Helpful Articles on the Grade Three Resource CD. You must decide if your child is ready for cursive italic or needs further work on basic italic. Whichever you choose, spend the next five weeks reviewing letter formation in basic italic, Lessons 1-14. Plan 10 minutes a day for penmanship. Consistency, accuracy and frequency, rather than length of session, are the keys to your child’s success in handwriting.

Week 1, continued

Science—Earth Science

Parent Note: Read the “Introduction” in *Archimedes and the Door of Science*.

 *Archimedes and the Door of Science:* Read Chapter 1, “Who Was Archimedes?” and 2, “The World of Archimedes.” Have your child narrate short passages about the early life of the scientist. After reading Chapter 2 have your child compare life in the school and home of ancient Greece with today.

Activity: Make a scroll case like the one pictured on p. 21 by using a paper towel cardboard roll; run a piece of string about 40” through the roll and tie off. Decorate with markers and construction paper. During the following weeks, add written work or ask you child what he would like to keep in it.

Nature Study

Term One Focus: Garden Flowers, *Handbook of Nature Study*, pp. 546-590.

Note: Most of the flowers explored are spring flowers. If you are beginning in September or later, we suggest you make a game of identifying the fall flowers that are cultivated (garden flowers). There are many: daisy, mums, tiger lily, aster, marigold, and petunia are just a few. Use the questions in the lessons as a guide for studying other flowers; especially consider using “Observations” on page 568.

Your child’s goal this term is to learn by sight the names of at least six garden flowers. The end-of-term narrations for Term One will ask your child to identify them.

To aid you and your child in consistent nature study, LBC has identified a focus of study for each term correlated to *Handbook of Nature Study*. The handbook is meant for the teaching parent and contains interesting information and suggestions for lessons on each topic. However, if something of special interest in nature is taking place this week at your house, this should take precedence.

Spend time in the outdoors each afternoon. Once a week go outdoors and have your child select a specimen to dry brush paint into his nature journal. See “Dry Brush Technique” in Helpful Articles on the Grade Three Resource CD.

Week 1, continued

American History

Parent Note: *Westward Expansion Poster Set:* In Grade Three you and your child will be using the posters for both American History and Geography. If possible put all four posters up where your child can see them. As your child reads books that mention one of the trails or a location on the trail, such as Jackson, Wyoming, have your child make a sticky note arrow or use a pin to mark the location. Read the *Western Expansion Teacher's Guide* that comes with the posters for an overview of each map. Each term will feature a different map, although there will be some overlap. For Term One you will primarily use Pioneer Roads East of the Mississippi.

 *Daniel Boone: Young hunter and tracker:* Read the first half of the book this week. As a narration question, have your child tell you what the childhood of Daniel Boone was like, using examples from the book. This question will be used again in Week 9 for assessment purposes.

World History

 *On the Shores of the Great Sea:* Read Chapters 1-4 and narrate. These chapters are a review of world history prior to the age of Greece. It will help your child put Greece and Rome into context with other emerging nations and peoples.

 *Seven Wonders of the Ancient World:* Read about the Great Pyramid of Giza, pp. 4-6. See Art for an extension activity.

Geography

Make a salt map of the Mediterranean Sea and surrounding area. On a piece of heavy cardboard draw the outline in pencil (enlarge the map on p. 5 in *Classical Kids*). Tape map to a piece of cardboard slightly larger than the map. Use a push pin and punch along the outline of the land forms on the map. Then remove the paper map from cardboard and use a dark permanent marker to connect the dots created by the push pin. Lastly, fill in the land forms with a mix of 1 part salt, 2 parts flour and enough water to make it manageable. Allow the map to dry several days, and then have your child paint it. There will be opportunities to add place names and small figures as the year progresses.

Week 1, continued

Picture Study

 *Ancient Greek Art*: Review the timeline for the Greek empire at the back of the book. Show your child how Greece relates to the Egyptian empires (covered in Grade Two or in *On the Shores of the Great Sea*). Read page 4 and have your child narrate the picture. Instructions for picture study can be found in the article “Picture Study: Teaching children to love great art” in Helpful Articles on the *Grade Three Resource CD*.

Music/Composer Study

All ancient music was played in the pentatonic scale. The word “pentatonic” comes from the Greek word *pente* meaning five and *tonic* meaning tone. The pentatonic scale consists of five notes within one octave (rather than the seven we have today); that’s why it is sometimes referred to as a five-tone scale or five-note scale.

The notes of the scale are D E G A B. Because the notes of the pentatonic scale all harmonize with one another, there are no wrong notes. A pentatonic scale starting on C will use the notes C,D,E,G,A (the 1st, 2nd, 3rd, 5th and 6th notes of a major scale). An easy way to find such a pentatonic scale is by using all the black notes of a keyboard. If you want to enjoy musical instruments with an instrument that requires no prior training, consider Boom Wackers in either the diatonic (seven) or pentatonic (five) scale. They are available at Amazon.com for under \$20.

This week: To hear what a five-note scale sounds like, go to YouTube and type in “Hymn to Apollo” or “ancient Greek music.” Listen and ask your child what he notices that is different from music today.

Parent Note: See the guidelines for using YouTube in Part 2, *Notes for Grade Three* under Composer Study.

Book of the Centuries

Take this week to set up your Book of the Centuries. You can read about how Charlotte Mason used it in “Using a Book of the Centuries” on the Grade Three Resource CD.

Week 2

Bible Study

Heroes of the Faith

 *Heaven's Heroes: "The Father of Modern Missions—William Carey."* Do the "Let's ..."
discussion and activities with your child.

Scripture Recitation

Continue to memorize "The Beatitudes."

Practical Work

Continue providing opportunities for volunteering.

Math

Language Arts

Storytelling

Have your child practice the story learned last week.

Poetry

 *Henry Wadsworth Longfellow, Favorite Poems:* Continue reading.

Grammar

 *Primary Language Lessons:* Lessons 54, 55, 56, and 57.

Dictation

Choose a sentence or two from one of the books you are reading in history or science or use *Primary Language Lessons*.

Penmanship

 *Italics: Beautiful handwriting for children:* Continue review of basic italic, Lessons 1-14.

Science—Earth Science

 *Archimedes and the Door of Science:* Read Chapter 3, "Alexandria." After reading Chapter 3, go to *Seven Wonders of the Ancient World* and learn more about the Pharaoh's Lighthouse, p. 28.

Week 2, continued

Activity: Build an Archimedes Water Screw. This may take a bit of effort but your child will never forget the science he'll learn. You can get instructions at: www.experiment-resources.com/archimedes-screw.html. Be sure to watch the short video of a third grader's screw titled, "Emily's Homemade Archimedes Screw."

Nature Study

Term One Focus: Garden Flowers. This week find one flower near your home. Bring it inside and paint it into your nature journal using the dry brush technique. (see Grade Three Resource CD for article explaining this EASY technique.)

Spend time outdoors each afternoon, weather permitting. Once a week have your child select a specimen to bring indoors and dry brush paint into his nature journal.

American History

 *Daniel Boone: Young hunter and tracker:* Read the second half of the book this week. Have your child narrate his favorite part while you transcribe. Then, photocopy the cover, attach the photocopy to the narration, and place it in your child's portfolio. This activity can be done with each book studied. The results are quite satisfying for the child.

World History

 *Shores of the Great Sea:* Read Chapters 5-8 and narrate. These chapters discuss Israel leaving Egypt and returning to Canaan, which was studied in Grade One. Remind your child that while God was dealing with the Jewish people, there were many other nations on the earth at this time.

 *Seven Wonders of the Ancient World:* Read about the "Hanging Gardens of Babylon," pp. 8-10.

Geography

World History: Using the outline map of the Mediterranean Basin provided on both the Grade Three Resource CD and in Part 4 of this guide, and using information from *Cleopatra*, locate and label Alexandria and draw the Pharaoh's lighthouse (to scale) on the map.

Westward Expansion Poster Set: Using the blank maps provided on the Grade Three Resource CD and using the map poster as a guide, record the progress of Daniel Boone.

Week 2, continued

Picture Study

Parent Note: Read “Preface” and “How to Use This Book,” *Come Look With Me: Art in early America*, pp. 6-7.

 *Come Look With Me: Art in early America*: “Lady with Her Pets,” p. 8. Have your child view the picture on page 8, read the biography of Rufus Hathaway to you, and answer the questions on page 9.

Leave the picture out so your child can see it throughout the week. At the end of the week, have your child spend a few minutes looking again at the picture. Then, close the book and ask him to narrate all he recalls of the picture (see p. 33). Do this with each of the pictures in this book.

Music/Composer Study

Listen to another selection of ancient Greek music on You Tube.

Book of the Centuries

Begin a Book of the Centuries. For instructions see “Using a Book of the Centuries” in Helpful Articles on the Grade Three Resource CD. Update as needed, two or three times a term or weekly as your schedule permits. For a ready-made template, visit Simply Charlotte Mason at www.simplycharlottesmason.com.

Week 3

Bible Study

Heroes of the Faith

 *Heaven's Heroes: "No Scar?—Amy Carmichael."* Do the "Let's ..." discussion and activities with your child.

Scripture Recitation

Continue to memorize "The Beatitudes."

Practical Work

Continue providing opportunities for volunteering.

Math

Language Arts

Storytelling

 *Stories To Solve: #2, "Crossing the River."* Using simple objects, such as popsicle sticks or Legos™, have your child work out a solution to the story. Then, learn, retell and record in written or oral form.

Poetry

 *Henry Wadsworth Longfellow, Favorite Poems:* Continue reading.

Grammar

 *Primary Language Lessons:* Lessons 58, 59, 60, and 61.

Dictation

Choose a sentence or two from one of the books you are reading in history or science.

Penmanship

 *Italics: Beautiful handwriting for children:* Continue review of basic italic, Lessons 1-14.

Science—Earth Science

 *Archimedes and the Door of Science:* Read Chapter 4, "Archimedes and His Lever" and

Week 3, continued

Chapter 5, “Archimedes and King Hiero’s Crown.”

Work with your child to make a first, second and third class lever (see pp. 49-50 for ideas). Alternatively, make a simple pulley (see *Classical Kids*, pp. 92-93).

 *Classical Kids*: Do experiments on displacement, pp. 62-63 or pp. 76-77 .

Nature Study

Term One Focus: Garden Flowers. Plan a trip to a store with a garden section. Purchase bulbs for blooming in the spring, such as tulips, daffodils, and crocuses — which you’ll read about in Week 4. Then, have your child find a spot in the yard to plant them. (Tip: You do not have to dig up the earth. Just tuck them into the lawn. It’s easy and you’ll have a surprise in the spring.) Let your child do most of the work, including which bulbs would work best. Teach him to read labels and make a plan for planting. Next day, have him narrate the whole adventure while you transcribe it, then enter it into his notebook.

Spend time outdoors each afternoon, weather permitting. Once a week have your child select a specimen to bring indoors and dry brush paint into his nature journal.

American History

Parent Note: For the next three weeks, your child will be reading *Amos Fortune, Free Man*. Plan about 60 pages per week. This touching book is about slavery in early America. (Slavery will be studied in greater depth in Grade Four.) This is an introduction to place in your child’s mind an understanding of this practice. At the end of each week, have your child give a short oral summary of the pages read. Create a simple timeline of Amos Fortune’s life and add to it at the end of each reading. Include the names and dates of the people Amos Fortune “purchased,” and then use this as an aid when your child is narrating. File the narration in your child’s Portfolio Notebook.

 *Amos Fortune, Free Man*: Read the first third of the book this week. See Parent Note.

World History

 *On the Shores of the Great Sea*: Read Chapters 9-12 and narrate. Other peoples were developing into great sea powers, and chief among them were the Phoenicians. Discussion question for this week: How did the history of the world change when the third fleet of Phoenician ships was able to sail past the “Pillars of Hercules”?

Week 3, continued

Geography

 *Amos Fortune, Free Man*: Locate the place names mentioned in this book.

Add place names to the Greek relief map, or use the outline map provided in Part 4, *Grade Three Support Materials*, or the Grade Three Resource CD.

Picture Study

 *Ancient Greek Art*: Read p. 5. Discuss with your child why common objects were highly decorated.

Music/Composer Study

On YouTube type in “pentatonic music Bobby McFerrin” and listen to a delightful, modern-day explanation of how the pentatonic scale of the Greeks sounds.

Book of the Centuries

Update as necessary.

Sample Weekly Schedule

TIME	SUBJECT	MON	TUES	WED	THURS	FRI
8:30-8:50	BIBLE STUDY <i>(daily)</i>					
	Scripture Recitation		X		X	
	Heroes of the Faith	X		X		X
8:50-9:15	MATH <i>(daily)</i>	X	X	X	X	X
9:15-10:00	LANGUAGE ARTS					
	Dictation Spelling	Intro Dictation				Dict/ Spelling
	Storytelling		X		X	
	Poetry	X		X		
	Grammar (daily or as needed)	X	X	X	X	X
10:00-10:30	SCIENCE <i>(daily)</i>	X	X	X	X	X
10:30-10:40	COPY WORK <i>(10 min. daily)</i>	X	X	X	X	X
10:40-11:15	WORLD HISTORY	X		X		X
	AMERICAN HISTORY		X		X	
	GEOGRAPHY	incorporated with American and World History				
11:15-11:30	MUSIC/COMPOSER STUDY	X				X
	BOOK OF THE CENTURIES			X		
	PICTURE STUDY		X			
Afternoons	NATURE STUDY		X			X
	OUTDOOR PLAY/HANDCRAFTS	X	X	X	X	X
	READING ALOUD TOGETHER	X	X	X	X	X

Language Arts—Each of the areas of Language Arts should not take longer than 10-15 minutes, with the exception of Storytelling.

Nature Study—Includes time outdoors each afternoon. On Friday make entries in your child's nature journal.



Living Books Curriculum

A Charlotte Mason education for the 21st century

www.livingbookscurriculum.com

- Makes learning fun again
- Honors the child as a person
- Uses living books
- Less preparation
- Strong academics
- Built-in assessment
- Flexible scheduling
- Christ-centered content

We invite you to visit our website and learn more about us. You will find free downloads, articles, and oodles of living books. While you are there, sign up for *Parent's Journal*, our regular newsletter to help you use Charlotte Mason's methods in your homeschool.

We offer:

- Complete, integrated curriculum
- Multi-grade study guides
- Resources and support for the parent
- Living books and learn-by-doing approach
- Exclusive Planning for Learning™ organizer

Great value. . .time-tested methods. . .ready-to-use